

REVISED 3/17/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Dr. Gracella Gibbs
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Mountain Avenue Elementary School
(As it should appear in the official records)

School Mailing Address 2307 Mountain Avenue
(If address is P.O. Box, also include street address)

La Crescenta CA 91214-3135
City State Zip Code+4 (9 digits total)

County Los Angeles School Code Number* 6013809

Telephone (818) 248-7766 Fax (818) 248-6352

Website/URL www.gusd.net E-mail ggibbs@gusd.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Michael F. Escalante
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Glendale Unified School District Tel. (818) 241-3111

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Gregory S. Krikorian
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.) **TRUE**
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year. **TRUE**
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum. **NOT APPLICABLE**
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*. **TRUE**
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review. **TRUE**
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation. **TRUE**
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause. **TRUE**
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings. **TRUE**

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| <u>20</u> | Elementary schools |
| <u>4</u> | Middle school |
| <u>0</u> | Junior high schools |
| <u>5</u> | High schools |
| <u>3</u> | Other |
| <u>32</u> | TOTAL |

2. District Per Pupil Expenditure: \$6,538

Average State Per Pupil Expenditure: \$6,542

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 5 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	39	36	75
1	38	42	80
2	50	34	84
3	46	53	99
4	51	42	93
5	43	43	86
6	49	47	96
TOTAL STUDENTS IN THE APPLYING SCHOOL →			613

6. Racial/ethnic composition of the students in the school:
- | |
|-----------------------------------------------|
| <u>68</u> % White (416) |
| <u>0</u> % Black or African American (1) |
| <u>10</u> % Hispanic or Latino (57) |
| <u>22</u> % Asian/Pacific Islander (136) |
| <u>0</u> % American Indian/Alaskan Native (1) |
| 100% Total* (613) |

*Two students (0.3% of the population) reported multiple composition or No Response.

7. Student turnover, or mobility rate, during the past year: 4 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	23
(4)	Total number of students in the school as of October 1	613
(5)	Subtotal in row (3) divided by total in row (4)	0.0375
(6)	Amount in row (5) multiplied by 100	3.75

8. Limited English Proficient students in the school: 12 %
73 Total Number Limited English Proficient
 Number of languages represented: 9
 Specify languages: Korean, Armenian, Spanish, Farsi/Persian, Cantonese, Tagalog, Arabic, German and Polish
9. Students eligible for free/reduced-priced meals: 7 %

Total number students who qualify: 40

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %
68 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>5</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>1</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>51</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>5</u>
Paraprofessionals	<u>4</u>	<u>4</u>
Support staff	<u>4</u>	<u>9</u>
Total number	<u>35</u>	<u>18</u>

12. Average school student-“classroom teacher” ratio: 25 : 1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	95%	95%	95%	96%	97%
Teacher turnover rate	7%	21%	15%	12%	12%

PART III - SUMMARY

The highest standardized test scores in the District, a collaborative leadership structure, and truly remarkable levels of parent and community involvement are but a few measures of the uniqueness of Mountain Avenue Elementary, which is located in La Crescenta, California, and is a part of the Glendale Unified School District. Our history of academic success brings many new families to our school each year. We pride ourselves in meeting No Child Left Behind's (NCLB) Adequate Yearly Progress (AYP) since its inception, as well as our 2004 Distinguished School designation by the State of California.

These successes are the result of an environment that fosters the development of character and supports the excellence of both students and faculty. Our mission statement reflects this commitment to excellence: *All members of the Mountain Avenue community will work cooperatively to meet the needs of each child. We will work to develop responsible, motivated learners who successfully solve problems, strive for excellence, maintain high ethical standards, and respect diversity.*

In fulfillment of our mission, we have achieved the following:

- consistent record of outstanding student achievement
- extremely high standards for student performance and behavior
- rigorous standards-based curriculum and innovative instructional practices
- extremely high parent volunteerism and connection to the larger community
- upgraded safe school environment and state-of-the-art emergency preparedness procedures

Our administration has collaboratively employed a structured schedule of supervisory and leadership presence to ensure a high degree of quality and consistency. Despite a very small categorical budget, careful shepherding of available resources has resulted in improved scores, campus improvements and increased professional development. Mountain Avenue, teachers are learners too: spending numerous hours attending conferences and workshops to expand their knowledge. Faculty and administration work together in action-oriented planning, with an emphasis on interventions appropriate to the individual situation rather than mere general discussion of problems.

Mountain Avenue goes far beyond its effective administrative structure and successful standards-based curriculum in order to develop characteristics of responsibility and independence in our students. We have effectively identified a variety of ways in which we are uniquely capable of providing students with the academic and personal support they need. Our enrollment of 617 students represents a culturally diverse population and we benefit not only from those factors that unite our student body, but also the differences that enrich us as a community. Our incredible level of parent and community involvement creates a warm, welcoming environment in which students experience their education and well being as a high priority for the community as a whole.

Our scores are high, our students are bright, and our teachers dedicated and effective. At Mountain Avenue we have the collaborative spirit and the necessary flexibility to insure that our innovations and traditions continue to grow and develop along with our rising scores and academic excellence.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The analysis of assessment data is drawn from our students' performance in the California Standardized Testing and Reporting (STAR) Program (<http://star.cde.ca.gov/>), having two components: Nationally normed (NRT) achievement tests (SAT/9 in 2001 and CAT/6 in 2003 and 2004) and the *California Standards Tests* (CST). Use of different instruments prevents data comparison between 2002 (SAT/9) and 2003 (CAT/6). As the core of the assessment system, the *California Standards Tests* are designed to be end-of-grade assessments of the state adopted content standards. California defines five separate performance levels for these tests: "Advanced," "Proficient," "Basic," "Below Basic," and "Far Below Basic." Students are considered to be achieving at the desired performance level when they test "At Proficient or Above" on the CST exams. The STAR testing window is scheduled to fall on or around the day on which 85% of the instructional days are completed. California computes and reports an Academic Performance Index (API) score for each of its schools, measuring progress toward state goals by analyzing factors, such as socioeconomic level, ethnicity, and percent of credentialed teachers. Schools are ranked with scores from 200 to 1000. In this measure Mountain Avenue increased its statewide ranking from a score of 869 to 911 over the past four years.

California Standards Test - ELA (4 years of data):

- At all grade levels Mountain Avenue students scored well above the state averages.
- The percent of students scoring "At Proficient or Above" has averaged 67% to 74%. These scores are 33% to 40% above the State's percent of students performing "At Proficient or Above". At all grade levels, these differences amount to almost twice the State's percent of students performing "At Proficient or Above".
- The percent of Mountain Avenue students scoring "Advanced" has averaged 29% to 39%. These scores are 18% to 25% above the State's percent of students performing at the "Advanced" level, with the difference amounting to two to three times the State's percent of students performing at the "Advanced" level.
- In all subgroups (Asian, White [not Hispanic], English Only and Reclassified FEP, English Learner), the percent of Mountain Avenue students scoring "At Proficient or Above" is consistently and significantly higher than the State's scores for the entire population. The Asian, White (not Hispanic), and English Only and Reclassified FEP subgroups scoring more than twice the State's percent of students performing at the "Advanced" level.

California Standards Test - Mathematics (3 years of data):

- At all grade levels Mountain Avenue students scored well above the state averages.
- The percent of Mountain Avenue students scoring "At Proficient or Above" has averaged 76% to 83%. These scores are 27% to 48% above the State's percent of student performing "At Proficient or Above". At the upper grades, where concepts and skills become more difficult, these differences amount to more than twice the State's percent of students performing "At Proficient or Above".
- The percent of Mountain Avenue students scoring "Advanced" has averaged 37% to 46%. These scores are 25% to 31% above the State's percent of students performing at the "Advanced" level, with the difference two to three times the State's percent of students performing at the "Advanced" level.
- In all subgroups (Asian, White [not Hispanic], English Only and Reclassified FEP, English Learner), the percent of Mountain Avenue students scoring "At Proficient or Above" is consistently and significantly higher (in many cases more than 20% higher) than the State's scores for the entire population. Most of the subgroups (Asian, White [not Hispanic], and English Only and Reclassified FEP) scoring two to three times the State's percent of students performing at the "Advanced" level.

Norm-referenced Test - SAT/9 and CAT/6:

- In reading, students at virtually every grade level performed above the 50%tile, with only the English Language Learner (ELL) subgroup occasionally averaging below the 50%tile.
- In mathematics, every grade and subgroup performed well above the 50%tile, with school scores ranging between the 78th and 91st percentiles. The State range is between 48th and 64th percentiles.

2. Using Assessment Data to Understand and Improve Student Performance

At Mountain Avenue School we use formal and informal assessment data as an integral part of our self-evaluation process to guide our understanding of students' performance and improve overall student achievement. Assessment data is studied and evaluated by the staff, administration, and School Site Council (SSC) several times annually to determine if students are meeting grade level standards.

On the formal level, disaggregated STAR and district assessment results are analyzed to identify trends and determine focus areas. At the beginning of each year, all grade levels identify and analyze areas of relative strength and weakness based on state and district assessment results to determine long-term strategies and learning goals. Establishing these goals is done by looking at schoolwide and cohort data to identify trends in student performance. These results become the basis of the school improvement plan and thus create annual grade level and schoolwide goals.

We administer standardized tests (CAT-6, CST, CELDT, OLSAT) annually. We also administer our own criterion-referenced, standards-based assessments in reading and math three times yearly. Assessment results are used to plan differentiated instruction at all levels.

On an informal level, teacher collect anecdotal information and administer on-going standards-based assessments, Individual Reading Inventories, all of which are used to evaluate individual student progress and plan short and long-term goals. Weekly grade level meetings, staff meetings, and grade level articulation days are used to discuss student performance and plan lessons based on assessment results. As indicated, the Teacher Specialist, Resource Specialist, Speech and Language Specialist, School Psychologist, and Behavioral Specialist are all involved in coordinating efforts to remediate and improve student learning.

3. Communicating Student Performance to Parents, Students, and Community

Our tradition of close parent/school collaboration effectively creates a culture supportive of student success. Key in this collaboration is our ongoing communication with families. We believe it is crucial that our community is informed about student performance levels and assessment results. Along with daily communication to parents by teachers, the following communication methods are used:

- Back-to-School-Night defines for parents the expected levels of student performance as it relates to state and district standards.
- Weekly Flag Ceremonies are a schoolwide gathering where students' successes are showcased.
- Thursday Folders are sent home weekly with each student. They contain graded work with teacher comments, progress reports, and classroom newsletters.
- Monthly Newsletters are sent out by the PTA to inform parents/community of assessment data. The PTA holds an annual meeting to explain assessment data and results.
- Standards Based Report Cards are completed and sent to parents each trimester.
- Parent-Teacher Conferences are held throughout the year to discuss students' academic success.
- Student Success Teams (SSTs) are convened at the request of teachers or parents to review progress and identify strategies and tools to enhance performance of students having difficulties.
- Individualized Special Education Meetings with Parents present results of assessment tests administered by the special education team. Scores and results are interpreted in conjunction with classroom performance to determine abilities and possible eligibility for special education services.
- School Site Council (SSC), composed of parents, staff, and the principal, meets four times a year to evaluate schoolwide performance goals and allocate categorical funds for instructional programs.
- STAR assessment results are mailed to parents annually with language translations as needed.
- Principal's Report at monthly PTA/MACK meetings informs parents of current schoolwide performance on both standardized and district multiple measures.
- School Accountability Report Cards are posted on district websites (www.gusd.net).
- Mountain Avenue Website (www.mountainavenue.org) provides Elementary Essential Standards and Grade-Level California State Standards.
- Site Publicity Committee provides local newspapers with our assessment data and school events.

4. Sharing Successes with Other Schools

Within the Glendale Unified School District, there are numerous opportunities for collaboration among schools. Twice each year our staff participates in state mandated Professional Development days. Through these experiences, teachers update knowledge and skills, while sharing ideas regarding methodologies and best practices with colleagues across the District.

Mountain Avenue teachers share their expertise by providing professional development and assistance to other schools. We have presented workshops such as *Thinking Maps*, *Write From the Beginning*, Zoo Phonics, and Differentiated Instruction. Our kindergarten team presents their approach of combining sign language and phonemic awareness at district-wide grade level meetings. Others willingly invite colleagues to observe classroom lessons via a district program of professional exchange days.

Successes are shared from school to school through regular administrator focus groups. A standing agenda item at monthly principals' meetings is the sharing of "Promising Practices" which focus on student performance. Among ideas offered from Mountain Avenue are students' writing journals, techniques for the inclusion of sign language, and dynamic approaches to student portfolios.

Requests from local universities to place student teachers at Mountain Avenue are numerous and frequent. Mountain Avenue is viewed as an exemplary learning laboratory for those in teacher training programs. Our staff enthusiastically supports this by serving as Master Teachers and Coaches. As one student teacher in a sixth grade class stated, "I requested Mountain Avenue because I wanted to learn from the best."

Articulation between schools is viewed as an important component of overall success for our students. Each year one of our kindergarten teachers and our speech therapist present an inservice for parents at local preschools. This team serves as an ongoing resource to facilitate a smooth transition. Similarly, our sixth grade teachers meet annually with the principal, counselors, and selected teachers from middle schools to best match each student to appropriate middle school classes.

PART V – CURRICULUM AND INSTRUCTION

Mountain Avenue prides itself on the California State standards-driven curriculum that defines our excellent academic program. Skills and concepts emphasize the most essential standards in English/Language Arts, English Language Development, Math, Social Science, and Science as identified by Glendale Unified School District. These expectancies at each grade level are taught using research-based materials which include: Houghton-Mifflin's *Legacy of Literacy* (K-5); McDougal Littell's *Language of Literature*(6); Hampton Brown's *Into English* (K-6); SRA/McGraw-Hill's *Everyday Mathematics*(EMD); McGraw-Hill's *Adventures in Time and Place* (K-6); Harcourt's *Science* (K-5); and Holt Rinehart Winston's *Earth Science* (6).

Mountain Avenue teachers are highly qualified under the NCLB guidelines. Great thought is put into planning comprehensive lessons and activities which present essential standards in all core curricular areas. In the primary grades, guided, partnered, and whole group reading are used to teach skills including summarizing, identifying main idea and details, questioning, evaluating, and sequencing. Once learned, students utilize these skills as they work toward mastery in all curricular areas. The primary grades focus on direct and implicit instruction in phonics and decoding skills, word analysis, grammar, spelling, and our excellent *Write From the Beginning* comprehensive writing curriculum. *Thinking Maps* are taught across the curriculum to organize thoughts and ideas. Upper grade students are challenged to use their critical thinking skills as they "read to learn" in the content areas. Students begin to evaluate and synthesize as they contribute to literature circles, cooperative groups, oral and written reports, and group projects. Research skills reflect generalizing, study skills, and main ideas with supportive details in science and social science.

Phonemic awareness is the cornerstone of the standards-based kindergarten curriculum as students identify and reproduce letters, sounds and words through *Zoo Phonics*, sign language, high frequency words, and guided reading. Comprehension, writing, math, history and life science come alive in hands-on activities that are developmentally appropriate.

The *Everyday Math* program, engages students in open-ended math investigations using manipulatives and cooperative games. This research-based curriculum gives students numerous opportunities to engage in activities in number sense, geometry and measurement, mathematical reasoning, algebraic functions, and data and statistics. Through practice at every grade level, the spiral approach builds on skills previously introduced, giving students a solid mathematical foundation leading to mastery of state standards.

Our Social Studies curriculum is based on the California State Standards. Although the specific contents differ from grade to grade, there are three strands addressed throughout grade levels. These include knowledge and cultural understanding, democratic understanding and civic values, and skill attainment and social participation. All students are challenged through the use of innovative hands-on projects, activities, assignments, discussions, and relevant instructional materials.

Our Science curriculum is based on the California State Standards as well. Students are taught grade level appropriate concepts based on life, earth, and physical science and utilize research skills and the scientific method to explore them. These academically rigorous concepts are made accessible to all students through the use of hands-on experiments and investigations

Our health and physical education curriculum follow the California Physical Education Framework and the National Challenge Standards as well as the criteria for the Presidential Physical Fitness Awards in grades four through six. Students participate in health-related, team-building, and skill development activities, with a focus on participation and sportsmanship.

The Fine Arts frameworks for music, drama, dance, and visual arts are addressed through our orchestra, chorus, spirit squad, grade level plays, flag ceremony performances, and art and music docent curriculum. Our art docent introduces students to famous artists, their styles and works, while encouraging artistic expression at all levels. Our music docent program features a myriad selection of music, played and explored for the students by some of the Los Angeles area professionals who are parents. Recorders are taught in primary grades, laying a foundation for upper grade orchestra.

2a. Elementary Reading Curriculum

Reading curriculum and instructional materials used at Mountain Avenue are selected based upon alignment with California State and Glendale Unified School District content standards. Teachers assess performance and modify curriculum incorporating a variety of instructional strategies. Direct explicit instruction in skill acquisition is balanced by reading for fluency, comprehension, and enjoyment.

Instruction in the primary grades focuses on phonemic awareness and phonics. Leveled reading materials and running records assess and support progress in both decoding and comprehension. Students are flexibly grouped during reading rotations.

Teachers in all grades use many of the strategies from Stephanie Harvey's *Strategies That Work* to extend reading comprehension and metacognitive skills. As students progress to the upper grades, they tap into prior knowledge before they read, utilize active reading strategies as they read, and analyze what they have learned after they read. Upper grade teachers incorporate literature circles and readers workshops to engage their students in this process.

The Mountain Avenue reading program uses Houghton Mifflin's *Legacy of Literacy* (K-5) and McDougal Littell's *Language of Literature* (6). Glendale chose Houghton Mifflin due to the high quality of instructional experiences it offers our students. McDougal Littell is used in Glendale Unified School District middle schools and was adopted for our 6th grades to ensure a seamless transition into middle school. Our textbooks are comprehensive, complex, diverse, and challenging for our students. They support our balanced literacy approach in the developmental acquisition of skills in listening, speaking, reading and writing.

At Mountain Avenue, we pride ourselves in rewarding students each month who read 600 minutes or more with a chance to have a delicious lunch with the principal. Our school and classroom libraries are rich with books that support our *Accelerated Reader* Program. The Literacy Lab offers a variety of titles to meet the needs of our guided reading groups both in the classroom and during our literacy intervention program.

3. Relating Social Science and Our School Mission

Our mission statement says: "We will work to develop responsible, motivated learners who successfully solve problems, strive for excellence, maintain high ethical standards, and respect diversity."

Linking essential skills and knowledge with our mission occurs within our Social Science curriculum. The research-based materials and programs include McGraw-Hill's *Adventures In Time and Place* (K-6), *Second Step: A Violence Prevention Curriculum* and the *Glendale Character and Ethics Project*. *Adventures in Time and Place* (K-6) lessons promote a clear understanding of the foundational ideas and philosophy of our country and a desire to participate in local, state, national, and global institutions. The curricular strands of cultural understanding, civic values, and social participation are a constant in every grade, and each year these learnings are deepened, enriched, and extended.

Through the research based Second Step curriculum our students learn to solve problems in a positive, effective manner. These learned skills are applied in the classroom, on the playground, in group work, and in the community. The Glendale Character and Ethics Project highlights a monthly value or attribute. As students learn a "Word of the Month" to live by *Citizenship, Honesty, Respect, Responsibility, Compassion, Trustworthiness, and Friendship* are examined and discussed. On occasions that behavior becomes a problem, students are able to problem solve, use appropriate words and actions and interact peacefully with each other as well as with adults on our campus.

Students reflect knowledge of social science, history and essential elements of famous people, historic places, and concepts when they share their learning at our weekly school-wide flag ceremony. Our school community comes together to recognize a best citizen from each classroom who exemplifies outstanding character and ethical behavior. Class presentations reflect various topics based on historical events, cultural holidays, and the meaning of the current word of the month. This time together builds community, recognizes citizenship, highlights academic accomplishments, and gives all entities of our school a communal time to celebrate successes.

4. Differing Instructional Methods to Improve Student Learning

Mountain Avenue's academic success stems from developmentally appropriate and meaningful instructional methods. Teachers work collaboratively to plan comprehensive, standards-based lessons that improve student achievement.

Students, including English language learners (ELL), at-risk, and Gifted and Talented, are provided with rigorous learning experiences (open-ended activities, lesson extensions, and real world applications). Teachers strike a balance between student directed/driven learning, motivating from prior knowledge and interest, and teacher directed learning. Teachers assess regularly to determine the instructional needs of students. Flexible groupings are used for guided reading and writing, literature circles, shared reading, and math investigation. Students meet in small groups with teachers, assistants, parents, and with cross-age tutors. Teachers use differentiated instruction to meet individual learning needs and provide accommodations. Enrichment activities are available to students in the GATE program and to others seeking challenges. Specially Designed Academic Instruction in English (SDAIE) techniques are used to make content accessible to all.

Extensive articulation among staff is a vital ingredient of our program. Teachers are cognizant of exiting criteria for students one grade level below and entrance expectancies for the next grade level. This is facilitated through our annual articulation staff development day, during which school-wide scores and data are presented. Grade-alike teachers evaluate their students' progress and reflect upon possible impacting factors. Student portfolios, including running records, cumulative tests, and writing samples are passed on to the next grade above.

Teachers regularly share effective methods and materials with colleagues. Thinking Maps, *Write From the Beginning*, Accelerated Reader, *Strategies that Work*, and self/peer assessments for students are utilized to ensure student success and mastery of content standards. All instructional materials are aligned with the California State Content Standards. Current textbooks include authors from diverse backgrounds.

Our school-wide Reading Intervention Program serves students reading below grade level, and is based on Burns and Roe Individual Reading Inventories and on the NCLB requirements. Class programs are also supported by our after school program. A Needs Assessment survey for each participating student is completed by the classroom teacher to further direct and inform after school activities.

5. Professional Development

Professional development and staff professionalism are major components of our site plan and prepare teachers to help students meet state standards and NCLB requirements. Knowing that student achievement is directly linked to knowledge, skills, and attitudes of staff members, we strive towards continuous improvement of professional practice. Staff members take advantage of opportunities at site and district levels, as well as nationally sponsored workshops, conferences, and university courses.

All teachers and administrators participated in a Search Institute training on student asset building. To support the goals of NCLB, teachers gained strategies in making positive connections with students toward the prevention of at-risk behaviors both at home and at school.

Our staff is working with our site teacher specialist to further explore the cultures of our English learners. The goal is to learn strategies that aid language acquisition and proficiency to maintain the high levels of success these students have achieved.

As part of our school plan for professional growth (PPG), the staff meets at the beginning of each year to analyze multiple measures data and sets a schoolwide learning goal. Teachers also set goals which target skills for students within their grade level. Monthly staff development sessions are tailored to the specific needs of our students and the goal of increasing overall achievement.

New teachers collaborate at weekly grade level meetings with peers to review standards, plan instruction, and receive guidance and clarification about school-related procedures and practices. At the district level, new teachers are supported by the CFASST and BTSA programs.

We are fortunate to have four teachers on our staff who share their talents at the site, serve as district trainers, and provide follow-up support for the *Strategies that Work*, Thinking Maps, and *Write From the Beginning* programs.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

School Name: Mountain Avenue Elementary

District: Glendale Unified

Subject: English Language Arts Grade 2

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: California Department of Education / Educational Testing Services

	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES Testing month	May	May	April	April
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	99%	100%	99%	99%
% At or Above Basic	92%	96%	93%	92%
% At or Above Proficient	72%	76%	77%	72%
% At Advanced	32%	36%	31%	31%
Number of students tested	84	97	80	70
Percent of total students tested	98.8%	98%	99%	99%
Number of students alternatively assessed	1	0	NA	NA
Percent of students alternatively assessed	1.2%	0%	NA	NA
SUBGROUP SCORES				
1. Asian subgroup - Number of students tested	18	18	15	12
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	100%	100%	100%
% At or Above Basic	100%	100%	86%	99%
% At or Above Proficient	83%	94%	73%	66%
% At Advanced	50%	44%	40%	33%
2. White (not Hispanic) subgroup - # tested	55	60	55	52
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	100%	100%	100%
% At or Above Basic	93%	98%	94%	95%
% At or Above Proficient	73%	78%	78%	68%
% At Advanced	29%	35%	31%	35%
3. English Only and RFEP subgroup - # tested	69	76	73	65
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	100%	100%	100%
% At or Above Basic	96%	97%	94%	94%
% At or Above Proficient	74%	79%	80%	66%
% At Advanced	35%	37%	33%	32%
4. English Learner subgroup - Number tested	15	21	7	5
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	100%	100%	100%
% At or Above Basic	80%	90%	100%	80%
% At or Above Proficient	67%	66%	57%	20%
% At Advanced	20%	33%	14%	20%

STATE SCORES	2003-2004	2002-2003	2001-2002	2000-2001
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	87%	87%	85%	85%
% At or Above Basic	65%	68%	63%	61%
% At or Above Proficient	35%	36%	32%	32%
% At Advanced	12%	12%	9%	10%

STATE CRITERION-REFERENCED TESTS

School Name: Mountain Avenue Elementary

District: Glendale Unified

Subject: English Language Arts Grade 3

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: California Department of Education/ Educational Testing Services

	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES Testing month	May	May	April	April
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	99%	100%	100%	99%
% At or Above Basic	97%	96%	95%	89%
% At or Above Proficient	75%	81%	68%	64%
% At Advanced	38%	43%	29%	28%
Number of students tested	98	79	59	69%
Percent of total students tested	100%	100%	75%	99%
Number of students alternatively assessed	0	0	NA	NA
Percent of students alternatively assessed	0%	0%	NA	NA
SUBGROUP SCORES				
1. Asian subgroup - Number of students tested	20	16	9	14
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	100%	100%	100%
% At or Above Basic	100%	94%	100%	86%
% At or Above Proficient	90%	69%	78%	64%
% At Advanced	50%	38%	56%	36%
2. White (not Hispanic) subgroup - # tested	61	56	47	50
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	100%	100%	98%
% At or Above Basic	97%	97%	95%	88%
% At or Above Proficient	74%	84%	69%	60%
% At Advanced	36%	45%	26%	26%
3. English Only and RFEP subgroup - # tested	87	71	55	64
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	100%	99%	99%
% At or Above Basic	100%	96%	94%	90%
% At or Above Proficient	80%	82%	69%	68%
% At Advanced	41%	45%	29%	30%
4. English Learner subgroup - Number tested	11	8	4	5
% At or Above Far Below Basic	100%	100%	*	100%
% At or Above Below Basic	91%	100%	*	100%
% At or Above Basic	72%	100%	*	80%
% At or Above Proficient	27%	75%	*	20%
% At Advanced	9%	25%	*	0%

STATE SCORES	2003-2004	2002-2003	2001-2002	2000-2001
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	83%	84%	85%	83%
% At or Above Basic	61%	63%	62%	59%
% At or Above Proficient	30%	33%	34%	30%
% At Advanced	9%	10%	11%	9%

STATE CRITERION-REFERENCED TESTS

School Name: Mountain Avenue Elementary

District: Glendale Unified

Subject: English Language Arts Grade 4

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: California Department of Education/ Educational Testing Services

	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES				
Testing month	May	May	April	April
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	99%	99%	99%	99%
% At or Above Basic	97%	96%	90%	94%
% At or Above Proficient	82%	75%	64%	61%
% At Advanced	52%	49%	28%	28%
Number of students tested	91	87	74	76
Percent of total students tested	100%	100%	97%	96%
Number of students alternatively assessed	0	0	NA	NA
Percent of students alternatively assessed	0%	0%	NA	NA
SUBGROUP SCORES				
1. Asian subgroup - Number of students tested	21	16	17	18
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	100%	100%	100%
% At or Above Basic	100%	93%	83%	94%
% At or Above Proficient	71%	62%	64%	50%
% At Advanced	48%	31%	35%	28%
2. White (not Hispanic) subgroup - # tested	60	62	52	52
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	98%	100%	100%	98%
% At or Above Basic	97%	96%	92%	92%
% At or Above Proficient	85%	77%	61%	63%
% At Advanced	53%	53%	23%	31%
3. English Only and RFEP subgroup - # tested	84	77	64	72
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	99%	100%	100%	99%
% At or Above Basic	98%	98%	94%	95%
% At or Above Proficient	87%	80%	67%	63%
% At Advanced	56%	55%	33%	28%
4. English Learner subgroup - Number tested	7	10	10	4
% At or Above Far Below Basic	100%	100%	100%	*
% At or Above Below Basic	100%	100%	100%	*
% At or Above Basic	86%	90%	70%	*
% At or Above Proficient	14%	50%	50%	*
% At Advanced	0%	10%	0%	*

STATE SCORES	2003-2004	2002-2003	2001-2002	2000-2001
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	91%	92%	90%	87%
% At or Above Basic	73%	74%	71%	66%
% At or Above Proficient	39%	39%	36%	33%
% At Advanced	16%	15%	14%	11%

STATE CRITERION-REFERENCED TESTS

School Name: Mountain Avenue Elementary

District: Glendale Unified

Subject: English Language Arts Grade 5

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: California Department of Education/ Educational Testing Services

	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES Testing month	May	May	April	April
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	99%	98%	97%	99%
% At or Above Basic	96%	91%	93%	91%
% At or Above Proficient	76%	66%	56%	71%
% At Advanced	43%	25%	25%	22%
Number of students tested	86	87	83	85
Percent of total students tested	100%	100%	100%	97%
Number of students alternatively assessed	0	0	NA	NA
Percent of students alternatively assessed	0%	0%	NA	NA
SUBGROUP SCORES				
1. Asian subgroup - Number of students tested	16	18	21	18
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	94%	100%	100%
% At or Above Basic	88%	94%	96%	94%
% At or Above Proficient	69%	61%	48%	89%
% At Advanced	56%	44%	38%	28%
2. White (not Hispanic) subgroup - # tested	62	63	57	61
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	98%	100%	96%	100%
% At or Above Basic	98%	92%	93%	93%
% At or Above Proficient	77%	68%	60%	70%
% At Advanced	40%	19%	23%	28%
3. English Only and RFEP subgroup - # tested	83	74	75	81
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	99%	100%	100%	99%
% At or Above Basic	98%	96%	97%	92%
% At or Above Proficient	48%	74%	62%	71%
% At Advanced	45%	28%	27%	23%
4. English Learner subgroup - Number tested	3	13	8	4
% At or Above Far Below Basic	*	100%	100%	*
% At or Above Below Basic	*	92%	88%	*
% At or Above Basic	*	69%	75%	*
% At or Above Proficient	*	23%	13%	*
% At Advanced	*	8%	13%	*

STATE SCORES	2003-2004	2002-2003	2001-2002	2000-2001
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	87%	90%	91%	88%
% At or Above Basic	71%	72%	71%	66%
% At or Above Proficient	40%	36%	31%	28%
% At Advanced	16%	10%	9%	7%

STATE CRITERION-REFERENCED TESTS

School Name: Mountain Avenue Elementary

District: Glendale Unified

Subject: English Language Arts Grade 6

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: California Department of Education/ Educational Testing Services

	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES Testing month	May	May	April	April
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	98%	97%	97%	100%
% At or Above Basic	95%	94%	90%	99%
% At or Above Proficient	73%	71%	72%	74%
% At Advanced	35%	32%	25%	30%
Number of students tested	92	100	99	101
Percent of total students tested	100%	100%	100%	99%
Number of students alternatively assessed	0	0	NA	NA
Percent of students alternatively assessed	0%	0%	NA	NA
SUBGROUP SCORES				
1. Asian subgroup - Number of students tested	22	25	26	16
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	95%	100%	100%	100%
% At or Above Basic	95%	92%	88%	100%
% At or Above Proficient	68%	64%	76%	63%
% At Advanced	45%	36%	38%	50%
2. White (not Hispanic) subgroup - # tested	64	67	67	80
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	98%	96%	97%	99%
% At or Above Basic	96%	94%	93%	98%
% At or Above Proficient	74%	70%	75%	76%
% At Advanced	30%	31%	21%	28%
3. English Only and RFEP subgroup - # tested	84	90	90	98
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	98%	98%	99%
% At or Above Basic	99%	98%	94%	99%
% At or Above Proficient	80%	77%	76%	75%
% At Advanced	38%	36%	27%	31%
4. English Learner subgroup - Number tested	8	10	9	3
% At or Above Far Below Basic	100%	100%	100%	*
% At or Above Below Basic	75%	90%	100%	*
% At or Above Basic	50%	60%	67%	*
% At or Above Proficient	0%	20%	44%	*
% At Advanced	0%	0%	11%	*

STATE SCORES	2003-2004	2002-2003	2001-2002	2000-2001
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	91%	87%	85%	87%
% At or Above Basic	72%	71%	66%	67%
% At or Above Proficient	36%	36%	30%	31%
% At Advanced	12%	13%	9%	8%

STATE CRITERION-REFERENCED TESTS

School Name: Mountain Avenue Elementary

District: Glendale Unified

Subject: Mathematics Grade 2

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: California Department of Education/ Educational Testing Services

	2003-2004	2002-2003	2001-2002
SCHOOL SCORES			
Testing month	May	May	April
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	98%	100%
% At or Above Basic	99%	97%	92%
% At or Above Proficient	76%	81%	70%
% At Advanced	51%	46%	40%
Number of students tested	84	97	81
Percent of total students tested	98.8%	98%	100%
Number of students alternatively assessed	1	0	NA
Percent of students alternatively assessed	1.2%	0%	NA
SUBGROUP SCORES			
1. Asian subgroup - Number of students tested	18	18	15
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	100%	100%	93%
% At or Above Proficient	83%	100%	73%
% At Advanced	78%	44%	40%
2. White (not Hispanic) subgroup - # tested	55	60	56
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	100%	100%	91%
% At or Above Proficient	76%	83%	71%
% At Advanced	44%	50%	41%
3. English Only and RFEP subgroup - # tested	69	76	74
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	99%	99%
% At or Above Basic	99%	97%	90%
% At or Above Proficient	82%	84%	71%
% At Advanced	54%	50%	43%
4. English Learner subgroup - Number tested	15	21	7
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	100%	100%	100%
% At or Above Proficient	53%	71%	43%
% At Advanced	40%	33%	0%

STATE SCORES	2003-2004	2002-2003	2001-2002
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	96%	96%	92%
% At or Above Basic	76%	76%	68%
% At or Above Proficient	51%	53%	43%
% At Advanced	23%	24%	16%

STATE CRITERION-REFERENCED TESTS

School Name: Mountain Avenue Elementary

District: Glendale Unified

Subject: Mathematics Grade 3

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: California Department of Education/ Educational Testing Services

	2003-2004	2002-2003	2001-2002
SCHOOL SCORES Testing month	May	May	April
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	100%	99%	95%
% At or Above Proficient	84%	89%	77%
% At Advanced	49%	52%	33%
Number of students tested	98	79	79
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	NA
Percent of students alternatively assessed	0%	0%	NA
SUBGROUP SCORES			
1. Asian subgroup - Number of students tested	20	16	10
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	100%	100%	100%
% At or Above Proficient	100%	94%	80%
% At Advanced	55%	56%	40%
2. White (not Hispanic) subgroup - # tested	61	56	63
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	100%	99%	93%
% At or Above Proficient	80%	86%	76%
% At Advanced	49%	48%	33%
3. English Only and RFEP subgroup - # tested	87	71	74
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	100%	99%	95%
% At or Above Proficient	85%	89%	77%
% At Advanced	53%	54%	18%
4. English Learner subgroup - Number tested	11	8	5
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	100%	100%	100%
% At or Above Proficient	73%	88%	80%
% At Advanced	18%	38%	20%

STATE SCORES	2003-2004	2002-2003	2001-2002
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	96%	94%	91%
% At or Above Basic	73%	71%	65%
% At or Above Proficient	48%	46%	38%
% At Advanced	21%	19%	12%

STATE CRITERION-REFERENCED TESTS

School Name: Mountain Avenue Elementary

District: Glendale Unified

Subject: Mathematics Grade 4

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: California Department of Education/ Educational Testing Services

	2003-2004	2002-2003	2001-2002
SCHOOL SCORES			
Testing month	May	May	April
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	99%	100%
% At or Above Basic	97%	97%	88%
% At or Above Proficient	83%	82%	70%
% At Advanced	51%	41%	36%
Number of students tested	91	87	76
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	NA
Percent of students alternatively assessed	0%	0%	NA
SUBGROUP SCORES			
1. Asian subgroup - Number of students tested	21	16	17
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	95%	100%	89%
% At or Above Proficient	81%	94%	77%
% At Advanced	48%	63%	53%
2. White (not Hispanic) subgroup - # tested	60	62	54
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	98%	97%	87%
% At or Above Proficient	83%	81%	65%
% At Advanced	53%	37%	28%
3. English Only and RFEP subgroup - # tested	84	77	66
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	99%	98%	89%
% At or Above Proficient	85%	81%	69%
% At Advanced	55%	42%	36%
4. English Learner subgroup - Number tested	7	10	10
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	71%	100%	80%
% At or Above Proficient	57%	100%	70%
% At Advanced	0%	40%	30%

STATE SCORES	2003-2004	2002-2003	2001-2002
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	97%	93%	93%
% At or Above Basic	73%	72%	67%
% At or Above Proficient	45%	45%	37%
% At Advanced	18%	18%	13%

STATE CRITERION-REFERENCED TESTS

School Name: Mountain Avenue Elementary

District: Glendale Unified

Subject: Mathematics Grade 5

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: California Department of Education/ Educational Testing Services

	2003-2004	2002-2003	2001-2002
SCHOOL SCORES			
Testing month	May	May	April
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	99%	99%
% At or Above Basic	98%	90%	95%
% At or Above Proficient	88%	81%	77%
% At Advanced	43%	40%	41%
Number of students tested	86	87	83
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	NA
Percent of students alternatively assessed	0%	0%	NA
SUBGROUP SCORES			
1. Asian subgroup - Number of students tested	16	18	21
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	100%	94%	96%
% At or Above Proficient	94%	83%	86%
% At Advanced	75%	50%	57%
2. White (not Hispanic) subgroup - # tested	62	63	57
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	98%
% At or Above Basic	98%	91%	95%
% At or Above Proficient	87%	83%	74%
% At Advanced	35%	37%	37%
3. English Only and RFEP subgroup - # tested	83	74	75
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	99%	95%	97%
% At or Above Proficient	88%	87%	78%
% At Advanced	42%	46%	39%
4. English Learner subgroup - Number tested	3	13	8
% At or Above Far Below Basic	*	100%	100%
% At or Above Below Basic	*	100%	100%
% At or Above Basic	*	69%	88%
% At or Above Proficient	*	54%	75%
% At Advanced	*	8%	63%

STATE SCORES	2003-2004	2002-2003	2001-2002
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	90%	87%	90%
% At or Above Basic	65%	61%	59%
% At or Above Proficient	38%	35%	29%
% At Advanced	12%	10%	7%

STATE CRITERION-REFERENCED TESTS

School Name: Mountain Avenue Elementary

District: Glendale Unified

Subject: Mathematics Grade 6

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: California Department of Education/ Educational Testing Services

	2003-2004	2002-2003	2001-2002
SCHOOL SCORES Testing month	May	May	April
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	99%	99%
% At or Above Basic	94%	95%	92%
% At or Above Proficient	78%	79%	73%
% At Advanced	39%	36%	36%
Number of students tested	92	100	99
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	NA
Percent of students alternatively assessed	0%	0%	NA
SUBGROUP SCORES			
1. Asian subgroup - Number of students tested	22	25	26
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	96%	100%	97%
% At or Above Proficient	82%	76%	85%
% At Advanced	55%	48%	58%
2. White (not Hispanic) subgroup - # tested	64	67	67
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	99%	100%
% At or Above Basic	93%	92%	92%
% At or Above Proficient	77%	79%	70%
% At Advanced	34%	31%	30%
3. English Only and RFEP subgroup - # tested	84	90	90
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	99%	100%
% At or Above Basic	94%	96%	93%
% At or Above Proficient	83%	82%	74%
% At Advanced	40%	38%	34%
4. English Learner subgroup - Number tested	8	10	9
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	100%	80%	89%
% At or Above Proficient	25%	50%	67%
% At Advanced	25%	20%	56%

STATE SCORES	2003-2004	2002-2003	2001-2002
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	91%	92%	91%
% At or Above Basic	72%	64%	62%
% At or Above Proficient	36%	34%	32%
% At Advanced	12%	10%	10%

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Mountain Avenue Elementary

District: Glendale Unified

Subject: Reading Grade 2

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	71	80	83
Number of students tested	84	97	79
Percent of total students tested	99%	98%	98%
Number of students alternatively assessed	1	0	NA
Percent of students alternatively assessed	1%	0%	NA
SUBGROUP SCORES			
1. Asian subgroup	68	84	84
Number of students tested	18	18	15
2. White (not Hispanic) subgroup	75	80	82
Number of students tested	55	60	55
3. English Only and Reclassified FEP subgroup	75	82	83
Number of students tested	69	76	72
4. English Learner subgroup	69	68	72
Number of students tested	15	21	7
STATE SCORES			
Total Score	43	43	52

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Mountain Avenue Elementary

District: Glendale Unified

Subject: Reading Grade 3

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X_

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	69	73	78
Number of students tested	98	79	56
Percent of total students tested	100%	100%	71%
Number of students alternatively assessed	0	0	NA
Percent of students alternatively assessed	0%	0%	NA
SUBGROUP SCORES			
1. Asian subgroup	71	62	83
Number of students tested	20	16	9
2. White (not Hispanic) subgroup	71	73	77
Number of students tested	61	56	47
3. English Only and Reclassified FEP subgroup	73	75	79
Number of students tested	87	71	52
4. English Learner subgroup	41	49	*
Number of students tested	11	8	4
STATE SCORES			
Total Score	39	39	47

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Mountain Avenue Elementary

District: Glendale Unified

Subject: Reading Grade 4

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X_

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	72	70	77
Number of students tested	91	87	74
Percent of total students tested	100%	100%	97%
Number of students alternatively assessed	0	0	NA
Percent of students alternatively assessed	0%	0%	NA
SUBGROUP SCORES			
1. Asian subgroup	67	57	75
Number of students tested	21	16	17
2. White (not Hispanic) subgroup	73	73	76
Number of students tested	60	62	53
3. English Only and Reclassified FEP subgroup	75	73	81
Number of students tested	83	77	64
4. English Learner subgroup	40	39	49
Number of students tested	7	10	10
STATE SCORES			
Total Score	39	39	50

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Mountain Avenue Elementary

District: Glendale Unified

Subject: Reading Grade 5

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X_

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	73	65	77
Number of students tested	86	87	81
Percent of total students tested	100%	100%	98%
Number of students alternatively assessed	0	0	NA
Percent of students alternatively assessed	0%	0%	NA
SUBGROUP SCORES			
1. Asian subgroup	67	72	71
Number of students tested	16	18	21
2. White (not Hispanic) subgroup	74	63	78
Number of students tested	62	63	57
3. English Only and Reclassified FEP subgroup	74	72	80
Number of students tested	83	74	73
4. English Learner subgroup	*	25	43
Number of students tested	3	13	8
STATE SCORES			
Total Score	42	42	46

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Mountain Avenue Elementary

District: Glendale Unified

Subject: Reading Grade 6

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	72	63	81
Number of students tested	92	100	97
Percent of total students tested	100%	100%	98%
Number of students alternatively assessed	0	0	NA
Percent of students alternatively assessed	0%	0%	NA
SUBGROUP SCORES			
1. Asian subgroup	77	63	81
Number of students tested	22	25	26
2. White (not Hispanic) subgroup	71	62	80
Number of students tested	64	67	67
3. English Only and Reclassified FEP subgroup	76	66	83
Number of students tested	84	90	88
4. English Learner subgroup	33	35	52
Number of students tested	8	10	9
STATE SCORES			
Total Score	43	42	49

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Mountain Avenue Elementary

District: Glendale Unified

Subject: Mathematics Grade 2

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	78	78	81
Number of students tested	84	97	80
Percent of total students tested	99%	98%	99%
Number of students alternatively assessed	1	0	NA
Percent of students alternatively assessed		0%	NA
SUBGROUP SCORES			
1. Asian subgroup	88	90	88
Number of students tested	18	18	15
2. White (not Hispanic) subgroup	78	79	81
Number of students tested	55	60	56
3. English Only and Reclassified FEP subgroup	80	80	82
Number of students tested	69	76	73
4. English Learner subgroup	71	68	70
Number of students tested	15	21	7
STATE SCORES			
Total Score	58	56	62

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Mountain Avenue Elementary

District: Glendale Unified

Subject: Mathematics Grade 3

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	85	89	86
Number of students tested	98	79	76
Percent of total students tested	100%	100%	96%
Number of students alternatively assessed	0	0	NA
Percent of students alternatively assessed	0%	0%	NA
SUBGROUP SCORES			
1. Asian subgroup	91	91	91
Number of students tested	20	16	10
2. White (not Hispanic) subgroup	82	89	84
Number of students tested	61	56	63
3. English Only and Reclassified FEP subgroup	86	90	86
Number of students tested	87	71	71
4. English Learner subgroup	75	79	83
Number of students tested	11	8	5
STATE SCORES			
Total Score	56	55	64

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Mountain Avenue Elementary

District: Glendale Unified

Subject: Mathematics Grade 4

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	82	79	79
Number of students tested	91	87	75
Percent of total students tested	100%	100%	99%
Number of students alternatively assessed	0	0	NA
Percent of students alternatively assessed	0%	0%	NA
SUBGROUP SCORES			
1. Asian subgroup	85	89	86
Number of students tested	21	16	17
2. White (not Hispanic) subgroup	82	75	75
Number of students tested	60	62	54
3. English Only and Reclassified FEP subgroup	83	78	80
Number of students tested	83	77	65
4. English Learner subgroup	59	76	67
Number of students tested	7	10	10
STATE SCORES			
Total Score	51	50	58

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Mountain Avenue Elementary

District: Glendale Unified

Subject: Mathematics Grade 5

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X_

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	84	82	89
Number of students tested	86	87	80
Percent of total students tested	100%	100%	96%
Number of students alternatively assessed	0	0	NA
Percent of students alternatively assessed	0%	0%	NA
SUBGROUP SCORES			
1. Asian subgroup	90	86	93
Number of students tested	16	18	21
2. White (not Hispanic) subgroup	84	81	85
Number of students tested	62	63	57
3. English Only and Reclassified FEP subgroup	84	86	89
Number of students tested	83	74	72
4. English Learner subgroup	*	58	78
Number of students tested	3	13	8
STATE SCORES			
Total Score	49	48	58

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Mountain Avenue Elementary

District: Glendale Unified

Subject: Mathematics Grade 6

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	85	83	91
Number of students tested	92	100	97
Percent of total students tested	100%	100%	98%
Number of students alternatively assessed	0	0	NA
Percent of students alternatively assessed	0%	0%	NA
SUBGROUP SCORES			
1. Asian subgroup	91	88	94
Number of students tested	22	25	26
2. White (not Hispanic) subgroup	82	80	88
Number of students tested	64	67	67
3. English Only and Reclassified FEP subgroup	87	85	91
Number of students tested	84	90	88
4. English Learner subgroup	54	59	81
Number of students tested	8	10	9
STATE SCORES			
Total Score	51	48	62